



Forest Hills

EASTERN

Middle School

2018-2019

Course Description Guide

Eastern Middle School
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David Washburn, Principal
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Forest Hills Public Schools

All learners achieving individual potential

GUIDING PRINCIPLES FOR FOREST HILLS PUBLIC SCHOOLS

Vision

Forest Hills Public Schools...all learners achieving individual potential.

Mission

In partnership with our community, Forest Hills Public Schools will provide all learners with opportunities to acquire the knowledge, skills, and experience necessary to build meaningful and productive lives.

Guiding Principals

We believe Forest Hills Public Schools is a learning organization, built upon integrity, and to this end:

We are committed to the principle of **Caring**.

We believe in:

- maintaining a family atmosphere
- supporting each other
- being warm, sincere and genuine
- accepting and including everyone
- confronting the tough issues
- keeping each other safe and secure

We are committed to the principle of **Collaboration**.

We believe in:

- solving problems together
- working toward win/win
- building partnerships
- sharing best practices
- volunteering
- being generous
- engaging parents as full partners

We are committed to the principle of **Open**

Communication.

We believe in:

- listening
- sharing
- promoting trust
- building community through dialogue
- encouraging participation from all

We are committed to the principle of **Diversity and**

Inclusiveness.

We believe in:

- helping students value their unique talents and gifts
- knowing, understanding and appreciating each other
- valuing individual differences
- celebrating our heritage
- healing racism
- embracing differences to enrich, strengthen, and connect our community
- striving for equity
- considering all viewpoints to arrive at better decisions

We are committed to the principle of **High Expectations**.

We believe in:

- expecting all children to learn
- requiring all to give their best
- providing opportunities for all to contribute
- assuming parents want what's best for their child
- maintaining high academic standards
- offering challenging opportunities
- helping students make healthy choices
- contributing to the development of good character

We are committed to the principle of **Learning**.

We believe in:

- learning for its own sake
- offering a range of educational opportunities
- providing diverse experiences
- individualizing learning programs
- accommodating multiple intelligences and learning styles
- preparing students for lifelong learning
- providing quality resources
- accessing the world beyond our classrooms

We are committed to the principle of **Respect**.

We believe in:

- fostering high regard for self and others
- modeling civility
- appreciating differences
- adhering to our code of conduct
- having zero tolerance for inappropriate behaviors

We are committed to the principle of **Trust**.

We believe in:

- being honest
- being consistent
- being loyal
- assuming others' intentions are good
- keeping promises
- demonstrating good stewardship

Forest Hills Public Schools

Principal Letter

Dear Middle School Families:

We believe that middle school is an important time of transition for students. We recognize the unique physical, social, emotional, intellectual needs and qualities of students in this age group. In order to support student growth, a middle school curriculum must be authentic, engaging, rigorous, and developmentally responsive to their needs. The school culture must provide a supportive environment where students are empowered to gain the knowledge, skills, and competencies foundational for success in life. Our caring and responsive staff is committed to encouraging students' growing independence.

Forest Hills middle school students will benefit from a rigorous core curriculum aligned with the Michigan Academic Standards and benchmarks in language arts, math, science, and social studies combined with an interesting variety of exploratory opportunities. Guidance and support services are a part of our comprehensive whole child approach to education.

Results of the Michigan State Test of Educational Progress (M-STEP) show that Forest Hills Public Schools consistently rank among the highest-scoring districts in the state of Michigan. When measuring our success however, we do not simply look at one data set. We value the quality of relationships and interactions we have every day with our students, their families, and staff. We model respect and understanding for each other. We invite the active involvement and participation of our students' families as learning partners in the middle school educational experience.

This guide serves as a planning tool as you and your student consider middle school learning opportunities. An important aspect to planning for their secondary education, each student will develop an Educational Development Plan (EDP) related to their future career and education goals after high school. In order to help you better understand the Michigan Merit Curriculum and related requirements, we have provided an additional section in our course description guide starting on page 4.

If you are new to Forest Hills, our counseling staff is available to support students in selecting and scheduling the appropriate courses for middle school.

We look forward to working with you and your child as we plan together for a successful school year ahead.

Sincerely,

David Simpson, Ph.D.
Northern Hills MS

Charlie Vonk
Central MS

David Washburn
Eastern MS

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EDUCATIONAL DEVELOPMENT PLANS (EDP)

The Michigan Merit Curriculum (MMC) legislation states, “each pupil in grade 7 is provided with the opportunity to develop an educational development plan, and that each pupil has developed an educational development plan before he or she begins high school. An educational development plan shall be developed by the pupil under the supervision of the pupil's school counselor or another designee qualified to act in a counseling role under section 1233 or 1233a selected by the high school principal and shall be based on a career pathways program or similar career exploration program.” (MCL 380.1278a)

The EDP is a secondary/post-secondary planning tool that directs the educational plan and career planning activities schedule for the final six years of a student's K-12 learning career. In their EDP, students identify a career pathway and write employment, education, and training goals. They also identify a course of study (the credits that will be taken) intended to provide the skills and competencies needed to be successful in the next steps after high school. EDP's are “living” documents that are updated as students' age and their interests and abilities become more obvious and focused. It is recommended that the EDP be updated at least annually in conjunction with other planning activities designed to support student achievement. (MDE MMC Guidelines v.12.07)

Forest Hills students begin planning for their EDP in seventh grade during classroom guidance. Students are introduced to a web-based career and post-secondary exploration program called **Career Cruising**. Students are issued an individual login so they may access the program from home as well as at school. Students complete state requirements for the EDP during eighth grade.

TWO-YEAR COURSE SELECTION PLAN FOR CLASS OF 2023 and 2024

7 TH GRADE	
<u>1st Semester</u>	<u>2nd Semester</u>
(1) Language Arts	(1) Language Arts
(2) Mathematics	(2) Mathematics
(3) Science	(3) Science
(4) Social Studies	(4) Social Studies
(5) Wrld Lang/PE	(5) Wrld Lang/PE
(6) Music or Exploratory Rotation	(6) Music or Exploratory Rotation

8 TH GRADE	
<u>1st Semester</u>	<u>2nd Semester</u>
(1) Language Arts	(1) Language Arts
(2) Mathematics	(2) Mathematics
(3) Science	(3) Science
(4) Social Studies	(4) Social Studies
(5) Wrld Lang/PE	(5) Wrld Lang/PE
(6) Music or Exploratory Rotation	(6) Music or Exploratory Rotation

SEVENTH GRADE COURSES

COURSE SELECTION INFORMATION:

- Seventh grade students will take a full year of math, science, language arts, social studies, and A.C.E. (these classes will be automatically scheduled).
- Seventh grade students will take physical education and Spanish or French (these classes are automatically scheduled).

LANGUAGE ARTS 7

In the seventh grade, students are exposed to a variety of selections in literature (e.g., mystery, poetry, drama, mythology, legends, etc.), as well as outside readings. Students develop reading and writing strategies, academic vocabulary, spelling skills, and speaking and listening skills. Understanding thematic units and thesis support writings are a focus at this grade level.

MATH 7

Math 7 develops mathematical concepts and skills in four important mathematical strands: Number and Operations, Geometry and Measurement, Data Analysis and Probability, and Algebra and Functions. Students will engage in a research-based, problem-centered learning environment to develop proficiency in both mathematical reasoning and communication.

LIFE/ENVIRONMENTAL SCIENCE 7

The 7th grade science curriculum focuses on the study of life. The science curriculum-emphasizes ecology and human environmental impacts. Main units include: ecology and ecosystems, cell functions and heredity, plant processes, rocks and minerals, fossils, and an introduction to meteorology.

WORLD HISTORY 7

Social Studies 7 encompasses World History from the beginnings of human society through 300 C.E. Students will learn geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture. Students will discover the innovations and social, political, and economic changes which, occurred through the emergence of classical civilizations in Africa and Eurasia, and their impact on our world yet today.

INTRO TO SPANISH 7 OR FRENCH 7

To better prepare students for their high school language requirements, students will receive continued exposure to a world language and the cultures in which it is spoken.

PHYSICAL EDUCATION

The physical education curriculum focuses on recreational/life-long activities, individual, and group sports. The program's activities encourage physical fitness, student responsibility, self-discipline, respect for self and others, and cooperation.

A.C.E. (Achieving Classroom Excellence)

Students will have an opportunity to participate in SSR (Sustained Silent Reading). This class is based upon a single, simple principal: Reading is a skill and like all skills, students need to practice in order to strengthen their abilities.

A.C.E. PHYSICAL EDUCATION (if available)

Designed uniquely for those students whose schedule cannot accommodate participation in physical education classes. Course content is parallel to the grade level curriculum. Counselor or principal permission required.

A.C.E. ENHANCEMENT (if available)

Enhancement offers teacher-directed assistance with all core subject assignments, tests, projects, and homework. A variety of good study skills are reviewed to aid students in successfully using the homework agenda and completing course requirements, especially homework. Recommendation of a teacher or counselor is needed to enter this class.

SEVENTH GRADE CHALLENGE COURSES

Forest Hills School District strives to meet the needs of our students who demonstrate strong academic potential, academic achievement, and a high level of motivation by offering Challenge Classes in language arts, math, social studies, and science at the middle school level. These classes are open to students who apply and meet the entrance criteria.

Challenge classes in the core content areas are distinguished from “regular” classes by an increase in pace, breadth, and depth of instruction. They are designed for students who are “willing to engage” and exhibit high levels of commitment and achievement. Students selected for these classes should have excellent study skills and time to devote to a more rigorous work load.

The highest qualifying students will be admitted to each Challenge Class. Students must **maintain a B average** in the class during the school year to remain in the class

CHALLENGE LANGUAGE ARTS 7

In the seventh grade, students are exposed to a variety of selections in literature (mystery, poetry, drama, mythology, and legends) as well as outside readings. Students develop reading and writing strategies, academic vocabulary, spelling, speaking, and listening skills. Understanding thematic units and thesis support writings are a focus, and competency will be assessed through a variety of tools, including research, writing, collaborative projects, and presentations.

CHALLENGE MATH 7

This is the first year of a two-year course that covers three years of math curriculum, including Math 7, Math 8, and High School Algebra I academic standards. After successful completion of this two-year course, students are prepared for Geometry. Students enrolled in this course will also be eligible to take the Advanced Placement Calculus or the Advanced Placement Statistics course during their senior year of high school. Upon successful completion at the end of eighth grade, both the letter grade and credit for Algebra I will be recorded on the student’s permanent high school transcript and applied to high school graduation requirements.

CHALLENGE LIFE/ENVIRONMENTAL SCIENCE 7

The pace of the seventh grade Challenge Science class is much faster and involves more in-depth, advanced, and challenging readings, projects, tests, writings, and discussions. The 7th grade science curriculum focuses on the study of life. The general science curriculum emphasizes ecology and human environmental impacts. Main units include: ecology and ecosystems, cell functions and heredity, plant processes, rocks and minerals, fossils, and an introduction to meteorology

CHALLENGE WORLD HISTORY 7

Challenge Social Studies 7 encompasses World History from the beginnings of human society through 300 C.E. Students will learn geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture. Students will discover the innovations and social, political, and economic changes which, occurred through the emergence of classical civilizations in Africa and Eurasia, and their impact on our world yet today. The challenge class’s studies will also be supplemented with the inclusion of participation in the National History Day program. Students will engage in rigorous historical thinking and research skills, and present their findings in a unique competition format.

EIGHTH GRADE COURSES

COURSE SELECTION INFORMATION:

- Eighth grade students will take a full year of math, science, language arts, social studies, and A.C.E. (these classes will be automatically scheduled).
- Eighth grade students will take physical education and Spanish or French (these classes will be automatically scheduled).

LANGUAGE ARTS 8

In the eighth grade, a continued development of composition skills occurs with emphasis on writing from selected topics. Speaking, listening, grammar, writing, and reading comprehension are strongly emphasized. Extended learning in poetry, short stories, and dramatic techniques through selected topics in literature are three major units of study.

MATH 8

Math 8 develops mathematical concepts and skills in major areas of study that include: the Number System, Expressions and Equations, Functions, Geometry, and Statistics and Probability. Student will engage in a research-based, problem-centered learning environment to develop proficiency in both mathematical reasoning and communication.

FOUNDATIONS OF SCIENCE

The foundations of science course acts as an introductory high school science course that explores the properties of matter, atomic structure, particle interactions in the states of matter, the use and value of the periodic table, and chemical bonding. Topics of study in earth science include the composition of the earth, plate tectonics, and the dynamics that create earthquakes and volcanoes and the implications in our lives. In addition, students will understand what creates and influences climate, daily weather changes, the role of water in changing the earth's landscape and influencing the weather around us. Students who demonstrate mastery of the course content will earn up to one Michigan Merit Curriculum Science credit.

US HISTORY 8

Social Studies 8 encompasses major themes of the 18th and 19th centuries in American History. Students will learn about the fight for independence from Britain and the forging of a new nation. Moving into the 19th century, students will investigate the underlying causes and results of westward expansion, and its consequences for American Indians and enslaved African Americans. Students will also study reform movements such as abolition and women's suffrage, sectional tensions that contributed to the Civil War, and the successes and failures of Reconstruction.

INTRO TO SPANISH 8 OR FRENCH 8

To better prepare students for their high school language requirements, students will receive continued exposure to a world language and the cultures in which it is spoken.

PHYSICAL EDUCATION

The physical education curriculum focuses on recreational/life-long activities, individual, and group sports. The program's activities encourage physical fitness, student responsibility, self-discipline, respect for self and others, and cooperation.

A.C.E. (Achieving Classroom Excellence)

Students will have an opportunity to participate in SSR (Sustained Silent Reading). This class is based upon a single, simple principal: Reading is a skill and like all skills, students need to practice in order to strengthen their abilities.

A.C.E. PHYSICAL EDUCATION (if available)

Designed uniquely for those students whose schedule cannot accommodate participation in physical education classes. Course content is parallel to the grade level curriculum. Counselor or principal permission required.

A.C.E. ENHANCEMENT (if available)

Enhancement offers teacher-directed assistance with all core subject assignments, tests, projects, and homework. A variety of good study skills are reviewed to aid students in successfully using the homework agenda and completing course requirements, especially homework. Recommendation of a teacher or counselor is needed to enter this class.

A.C.E. YEARBOOK (if available)

The main focus of this exploratory course will be publication of our EMS yearbook. Page design, layout, photography, copy writing, sale, and distribution are some of the components of yearbook publication. Students should have strong writing skills and be able to work independently. Some time commitment outside of the scheduled class period (before and after school) is also expected. To be considered for this class, students must have a B average in language arts and have a recommendation from a teacher. Typically, there are more applicants than available seats for this course. In this event, a lottery will be held with eligible applicants.

A.C.E. GLI (if available)

Sponsored by the school district's Global Learners Initiative, the ACE - GLI class uses the ACE period to explore the many aspects of diversity in our school and community, with the aim of expanding the spirit of inclusion and open-mindedness for the participants and for our entire school. Students will study intolerance from a social-science perspective, and then progressively use their learning to work in the school and district to further the mission of respect for all people. Parent permission is required to register for ACE - GLI.

EIGHTH GRADE CHALLENGE COURSES

Forest Hills School District strives to meet the needs of our students with strong academic potential, demonstrated academic achievement, and a high level of motivation by offering Challenge Classes in language arts, math, social studies, and science at the middle school level. These classes are a continuation of 7th grade Challenge courses.

Challenge classes in the core content areas are distinguished from “regular” classes by an increase in pace, breadth, and depth of instruction. They are designed for students who are “willing to engage” and exhibit high levels of commitment and achievement. Students selected for these classes should have excellent study skills and time to devote to significantly more homework.

Students must **maintain a B average** in the class during the school year to remain in the class.

CHALLENGE LANGUAGE ARTS 8

Students will explore multiple genres of literature and informational text through a thematic lens. Diverse types of writing will be examined and students will utilize the grammar, usage, and mechanics learned to develop ideas and themes. Competency will be assessed through a variety of tools, including research, writing, collaborative projects, and presentations.

ALGEBRA I (CHALLENGE MATH 8)

Prerequisite: Demonstrated proficiency in Challenge Math 7 standards

Challenge Math 8 is the second part of a two-year course. This portion covers Math 8 and High School Algebra I academic standards. After successful completion of this two-year course, students are prepared for Geometry. Students enrolled in this course will also be eligible to take the Advanced Placement Calculus or the Advanced Placement Statistics course during their senior year of high school. **Upon successful completion at the end of eighth grade, both the letter grade and credit for Algebra I will be recorded on the student’s permanent high school transcript and applied to high school graduation requirements.**

HONORS FOUNDATIONS OF SCIENCE

Honors Foundations of Science follows the essential and core Earth Science and Physical Science high school content expectations. However, this course moves at a faster pace and involves more in-depth instruction and higher-level thinking applications. **Students who demonstrate mastery of the course content will earn up to one Michigan Merit Curriculum Science credit.**

CHALLENGE US HISTORY 8

Challenge Social Studies 8 encompasses major themes of the 18th and 19th centuries in American History. Students will learn about the fight for independence from Britain and the forging of a new nation. Moving into the 19th century, students will investigate the underlying causes and results of westward expansion, and its consequences for American Indians and enslaved African Americans. Students will also study reform movements such as abolition and women’s suffrage, sectional tensions that contributed to the Civil War, and the successes and failures of Reconstruction. The challenge class’s studies will also be supplemented with the inclusion of participation in the National History Day program. Students will engage in rigorous historical thinking and research skills, and present their findings in a unique competition format.

EIGHTH GRADE HIGH SCHOOL WORLD LANGUAGE

SPANISH 1

This course is equivalent to high school Spanish 1. During the first year of daily Spanish class, students will experience the cultures of Spanish-speaking people both abroad and in the US. Students will develop skills in listening, speaking, reading and writing, as well as study common vocabulary and grammar patterns. The *Realidades* series that we use offers many varied opportunities for students to practice all aspects of language acquisition through audio, video, CD, text and workbook components. This class is very important in forming a strong base for future study in the language. **Eighth grade students who have selected Spanish I will have both their grades and the credit earned for the class reflected on their high school transcript and applied toward the high school graduation requirements.**

FRENCH 1

This course is equivalent to high school French 1. During the first year of daily French class, students will experience the cultures of French-speaking peoples around the world through vocabulary units using cultural backgrounds. Students will develop skills in listening, speaking, reading, and writing, as well as common vocabulary and grammar patterns. The *Bien Dit* series that we use offers many varied opportunities for students to practice all aspects of language acquisition through audio, video, CD, text, and workbook components. This class is very important in forming a strong base for future study in the language. **Eighth grade students who have selected French I will have both their grades and the credit earned for the class reflected on their high school transcript and applied toward the high school graduation requirements.**

MIDDLE SCHOOL EXPLORATORY ROTATION

These courses are offered as part of exploratory rotations. Students will begin exploring new interests and developing skills in a variety of areas.

EXPLORATORY ROTATION SELECTION INFORMATION:

- Seventh grade students have the option of selecting one full-year of band, orchestra, or choir. Students choosing a full year of music will take Spanish or French and Physical Education.
- Seventh grade students who do not select music will take Spanish or French, Physical Education, and the exploratory rotation.
- Eighth grade students have the option of selecting one full-year of band, orchestra, or choir. Students choosing a full year of music will take Spanish or French, and Physical Education.
- Eighth grade students who do not select music will take Spanish or French, Physical Education, and the exploratory rotation.

SEVENTH GRADE EXPLORATORY ROTATION

ART 7

Students will find their creative self with a class designed to explore a variety of methods and materials in art. Students will have the opportunity to create unique art forms using paints, pastels, drawing pencils, markers, and sculptural materials. Explore cultural art, famous artists, cartooning and graphic design along with a variety of art styles and techniques.

NATURAL EXPRESSIONS

Students will discover the wonders of nature through hands-on adventures such as animal tracking, drawing, cooking, hiking, and recording and photographing wildlife. They will demonstrate their learning through drama, debate, poetry, journalism, and broadcasting to share their voice within the school and community. This outdoor class will be driven by the seasons, students' interests, and current environmental issues.

HEALTHY HABITS

This class will provide ways to develop excellent habits to serve students for the six years they are part of the Eastern family. Students will utilize ideas presented in Sean Covey's *The Seven Habits of Highly Effective Teens*. Student are responsible for the school wide recycling program and will learn how to utilize time without technology, including card games, looming hats for the American Red Cross, puzzles, and the middle school Kindness Challenge. This class is an important stepping-stone as students transition from early middle school to preparing for high school.

THE WORLD AROUND YOU

Communication skills and current event awareness are life-long lessons for success in the "real world." In this class, students will further develop skills through a variety of project-based activities including researching, investigating, film-making and dramatic representation. These concepts will be integrated through an assortment of technological devices as students collaborate to accomplish each task.

EIGHTH GRADE EXPLORATORY ROTATION

ART 8

Students are given the opportunity to enhance their skills in two-dimensional and three-dimensional art. A variety of media including paints, pastels, drawing pencils, markers, paper mache', plaster, wire, and other materials and techniques may be used. Cartooning and design will be included.

INTRODUCTION TO ENGINEERING

In this survey class, students will be introduced to a sampling of various areas of Engineering. Students will learn safe and proper use of hand tools, machines, electronics, and computers/CAD software. The areas of Engineering may include: Structural (Bridge Building), Electrical (Robotics), Materials (Woodworking/Metals/Fiberglass), and Mechanical (Drafting/CAD). Students will experience a Project Based Learning environment in Introduction to Engineering.

THE GAME OF LIFE

This class will incorporate service learning/philanthropy projects with real world math applications. Students will actively explore topics of leadership, budget, and management through 21st Century learning endeavors.

WITH LIBERTY AND JUSTICE FOR ALL

This hands-on course explores the American court system. The class includes a "law school" study of the courts and culminates in a simulation trial. Students will participate in investigations and ultimately play the parts of prosecutors, defendants, defense attorneys, witnesses, and jury members in trial proceedings.

MUSIC

BAND 7 – full-year course

Recommended Prerequisite: Demonstrated proficiency in Band 6 and/or one year of study on the instrument that he/she is planning to play in Band 7.

A variety of band literature is studied and performed. Practice at home and attendance at all performances are expected. The bands perform several concerts throughout the year and may attend music festivals. Additional opportunities exist through solo and ensemble festivals. ***Students are scheduled into this course for the entire year.***

BAND 8 – full-year course

Prerequisite: Demonstrated proficiency in Band 7.

This course is for students who have completed two previous years of band. Students new to Forest Hills should contact the school office to determine appropriate placement. A variety of band literature is studied and performed. Practice at home and attendance at all performances is expected. The Band performs several concerts throughout the year and may attend music festivals. Additional opportunities exist for participation in solo and ensemble festivals.

Students are scheduled into this course for the entire year.

CHOIR 7th or 8th Grade – full-year course

Choir students will develop the ability to sing with good tone and diction, to sing and read parts, to learn to read music, and to develop a greater understanding of music. Activities include sight-reading exercises, daily choral rehearsals, and performances. All students learn the basics of music theory, music history, sight-reading, and proper vocal production. Several concerts are given each year. Performance demeanor, responsibility to the group, and teamwork are stressed. Attendance at all performances is expected. ***Students are scheduled into this course for the entire year.***

ORCHESTRA 7 – full-year course

Recommended Prerequisite: Demonstrated proficiency in Orchestra 6 and/or one year of study on the instrument that he/she is planning to play in Orchestra 7.

A variety of orchestra literature is studied and performed. Practice at home and attendance at all performances are expected. The orchestras perform several concerts throughout the year and may attend music festivals. Emphasis is placed on gaining technical skill through performance of different types of literature, and on music theory as it relates to string playing. ***Students are scheduled into this course for the entire year.***

ORCHESTRA 8 – full-year course

Recommended Prerequisite: Demonstrated proficiency in Orchestra 7.

A variety of orchestra literature is studied and performed. Practice at home and attendance at all performances are expected. The orchestras perform several concerts throughout the year and may attend music festivals. Emphasis is placed on refining and improving an individual's music skills to a higher degree of proficiency. A variety of orchestral literature is studied and performed. ***Students are scheduled into this course for the entire year.***

All members of the EMS music department are expected to wear a white tuxedo shirt (can be ordered from the school), black pants, black shoes, black socks, cummerbund, and bow tie for all performances. The school will supply the cummerbund and bow tie. Families requiring financial assistance should contact a building administrator.

ACADEMIC EXTENSIONS

MATHCOUNTS®

This is an EMS Math team that will meet regularly to solve mathematical problems. Sign-ups typically occur in early November. The team will compete in a regional competition in February. Interested students need to be available to participate in the competition. This experience enhances mathematical skills and challenges students who have a strong aptitude in this subject area.

NATIONAL GEOGRAPHIC BEE

Sponsored by National Geographic, all EMS students participate in first round of the National Geography Bee through social studies classes in December. Building-wide top performers advance to the school competition a few days later. Students wishing to “study up” can find more information at <http://www.nationalgeographic.com/geographybee/>.

N.E.S.T.

An acronym meaning, Needs Extra Study Time, NEST is an academic mentoring program for students who need help with their studies. Students have the opportunity to work with interested high school students on a pre-arranged basis after school.

NORTHWESTERN UNIVERSITY’S MIDWEST ACADEMIC TALENT SEARCH

An opportunity provided through Northwestern University for students to take the SAT and/or ACT as a middle level student. Northwestern often invites top performers to participate in additional academic opportunities at the university. Taking the SAT also qualifies students for the ATYP program (accelerated math and language arts opportunities available through the Kent Intermediate School District). While the deadline for participation is October 30, students can sign up on-line throughout the year.

ODYSSEY OF THE MIND

OM allows students to work in teams to create a solution to a problem. Odyssey problems encourage students to “think out of the box” and allows them to use their performance skills in a way the regular classroom does not provide. Teams of 5-7 students formulate a solution for the problem they select. The regional competition is held in mid-March. Meetings times are determined by the team members and may be held at school in the evenings; although much of the problem solving can be done outside of meetings. An information meeting is typically held in the fall and copies of the problems are available in the main office. Because of the group work required to be successful, students are encouraged to form their own teams.

SCIENCE OLYMPIAD

The goal of our EMS Science Olympiad team is to improve the quality of science education and increase student interest in many areas of science. Through team building and problem solving activities, students develop an enthusiasm for our Science Olympiad team that was formerly reserved only for varsity sports. Practice sessions are held after school two days a week. Students “try-out” for the team with a general science knowledge test and problem-solving activity just after the Thanksgiving break.

SCRIPPS NATIONAL SPELLING BEE

Students who love to spell are encouraged to participate in the EMS Spelling Bee. Students may sign up at school in December and January. Study guides typically arrive in the fall followed by our school competition in January. The EMS top two finishers continue to the regional competition in February and hopefully to the Greater Grand Rapids Final Spelling Bee and beyond.

PEER TO PEER

Peer to peer support programs increase opportunities for students with ASD to access general education settings and curriculum. Peers model typical academic and social behavior in educational environments throughout the school day and provide support for students with ASD to promote independence and socialization. Peer to peer support programs and inclusion of students with ASD not only affects outcomes for the students with ASD, but can also impact a number of outcomes for typical peers and at risk students.

GLOBAL LEARNERS INITIATIVE

All interested students are invited to join this group. Members typically meet during ACE. The club participates in Greater Grand Rapids diversity events in the community.

EXTRA-CURRICULAR OPPORTUNITIES

INTERSCHOLASTIC AND RECREATIONAL SPORTS

A wide-variety of interscholastic and recreational sports are offered. Refer to the EMS website for information about signing up for athletics.

DANCES/ACTIVITY NIGHT

Fun after-school events are hosted by our The Game of Life class students.

VARIETY SHOW

Students with a passion, a hobby, or a talent are invited to perform for their peers. This informal show typically occurs in June. Individuals and groups of students are encouraged to participate.

EARNING HIGH SCHOOL CREDIT (MCL 380.1278)

The Michigan Merit Curriculum lays out a new foundation for “credit” by requiring that credit be awarded not by the commonly used Carnegie unit, which is based on seat time, but based on a student’s demonstration that he or she has successfully met the content expectations for the credit area.

A credit is a completed unit of study as measured by proficiency in a predetermined set of content expectations (e.g., Algebra I, Biology). Students earn credit – students take a course.

Students may earn credit if they successfully demonstrate mastery of subject area content expectations or guidelines for the credit. The assignment of credit must be based, at least in part, on student performance on subject area assessments, which measure the extent to which they meet the credit expectations and guidelines. Credit can be granted in a variety of ways (e.g., end-of-course exams with a passing score; dual enrollment; testing out with a minimum score of 77% per state law, accelerated, honors, and/or advanced placement (AP) courses; summer school makeup classes).

Middle school students who successfully complete one or more high school credits before entering high school and meet the same expectations and proficiency level as high school students will receive high school graduation credit.

Once a student registers for and attends a class, he or she agrees to the district’s requirements for earning a grade in the class, including attendance, homework, etc. However, the district must grant credit if a student passes an end of course exam, which the district has determined measures a student’s proficiency in meeting the Michigan Merit course/credit content expectations.

A student will not be granted more than 1 credit per course for a course/credit area required under the Michigan Merit Curriculum, with the exception of Algebra II, which the law explicitly allows to be delivered over two years.

If a student fails a required course for graduation, credit is not granted and the class must be made up. Since there is little room in a student’s schedule each year for makeup classes, the failed credit can be recovered in various ways.

Courses taken in middle school for high school credit may affect the student’s high school G.P.A. but may not be accepted for credit by some post-secondary institutions. It is recommended that college choices be researched on this topic for clarification prior to enrollment.

Forest Hills Graduation Requirements

--Aligned with the Michigan Merit Curriculum approved by the Michigan Legislature in 2014, and designed so that students will have taken the appropriate courses in preparation for the Michigan Merit Exam.

SUBJECT AREA	DESCRIPTION	Personal Curriculum (PC) Modifications <small>Sequence and delivery up to district.</small>
English Language Arts (4 credits)	<ul style="list-style-type: none"> 1 credit in 9th, 10th, 11th, and 12th grade All credits aligned to state content expectations 	<ul style="list-style-type: none"> ✓ No modification except for students with an Individualized Education Program (IEP) and for transfer students who have completed 2 years of high school
Mathematics (4 credits)	<ul style="list-style-type: none"> Algebra I Geometry Algebra II (<i>Algebra II may be taken over a 2 yr. period for 2 credits or 1.5 yrs. for 1.5 credits</i>) Algebra II can be substituted with a Career Technical Education (CTE) program or curriculum, such as electronics, machining, construction, welding, engineering, computer science, or renewable energy and in that program or curriculum successfully completing the same content as the algebra II benchmarks assessed on the Department prescribed state high school assessment as determined by the Department 1 additional math or math-related credit or a course in financial literacy 	<ul style="list-style-type: none"> ✓ Complete at least 3.5 math or math-related credits ✓ Complete a math or math-related credit in the final 2 years ✓ Algebra II may be modified if: <ul style="list-style-type: none"> • Student completes the same content as 1 semester of algebra II OR • Student "enrolls" in a formal CTE program OR curriculum and completes the same content as algebra II benchmarks assessed on the Department prescribed state high school assessment, as determined by the Department OR • Completes 1 semester of statistics, functions and data analysis or technical math
Science (3 credits)	<ul style="list-style-type: none"> Biology Chemistry, Physics, Anatomy or Agricultural Science OR curriculum that provides the same content as the Chemistry or Physics benchmarks, as determined by the Department Third credit may be fulfilled by completing a Department approved Computer Science program or curriculum or CTE program or curriculum (regardless of content) The legislature "strongly encourages" pupils to complete a 4th credit (i.e. Forensics, Astronomy, Earth Science, Agricultural Science, Environmental Science, Geology, Physics, Chemistry, Physiology or Microbiology) 	<ul style="list-style-type: none"> ✓ No modification except for students with an IEP and transfer students who have completed 2 years of high school
Social Studies (3 credits)	<ul style="list-style-type: none"> ½ Civics credit ½ Economics credit 1 U.S. History and Geography credit 1 World History and Geography credit All credits aligned to state content expectations 	<ul style="list-style-type: none"> ✓ No modification of Civics ✓ Minimum of 2 social studies credits prior to modification ✓ 1 social studies credit (other than Civics) can be exchanged for an additional English language arts, math, science, or world languages credit ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school
Physical Education and Health (1 credit)	<ul style="list-style-type: none"> Credit aligned to state guidelines 	<ul style="list-style-type: none"> ✓ Credit can be exchanged for an additional English language arts, math, science, or world languages credit ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school
Visual, Performing, Applied Arts (1 credit)	<ul style="list-style-type: none"> Credit aligned to state guidelines 	<ul style="list-style-type: none"> ✓ Credit can be exchanged for an additional English language arts, math, science, or world languages credit ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school
World Language (2 credits)	<ul style="list-style-type: none"> Credits are earned in grades K-12 (course content must be age appropriate – not H.S. equivalent) OR An equivalent learning experience in grades K-12 Pupils graduating in 2015-16 through 2019-20 may substitute 1 credit in CTE or Visual Performing Arts 	<ul style="list-style-type: none"> ✓ No modification except for transfer students who have completed 2 years of high school
Online Learning Experience	<ul style="list-style-type: none"> Online course, learning experience, or experience is incorporated into one or more required credits 	<ul style="list-style-type: none"> ✓ No modification except for transfer students who have completed 2 years of high school
Electives (4.5 credits)		

NOTICE OF NONDISCRIMINATION POLICY

It is the policy of the Forest Hills Public School District that no person shall on the basis of race, age, color, religion, national origin, sex or handicap be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program of the District, including employment.

Any questions concerning Title IX of the Educational Amendments of 1972, including athletic issues, which prohibits discrimination on the basis of sex, or inquiries related to Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap, should be directed to:

Ms. Christine Annese

Assistant Superintendent of Human Resources
Forest Hills Public Schools
6590 Cascade Road, SE
Grand Rapids, Michigan 49546
Telephone: (616) 493-8805